

DACUSVILLE ELEMENTARY

2671 Earls Bridge Road
Easley, South Carolina 29640

GRADES K-5 Elementary School

ENROLLMENT 623 Students

PRINCIPAL Mr. Michael Fleming 864-859-7429

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	46	6	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

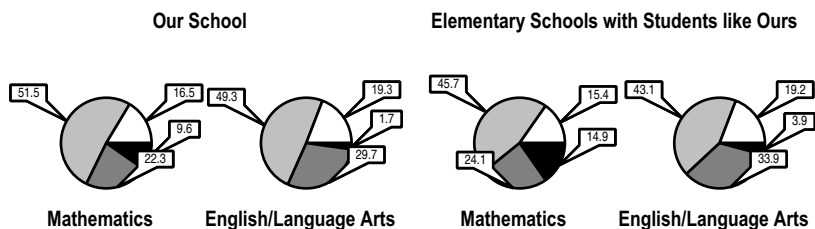
FOR MORE INFORMATION, VISIT WEBSITES AT:




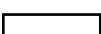
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	111	62
Percent satisfied with learning environment	95.1%	91.0%	83.6%
Percent satisfied with social and physical environment	100.0%	90.1%	65.0%
Percent satisfied with home-school relations	75.6%	88.3%	89.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	310	100.0	19.3	49.3	29.7	1.7	31.4	17.6
Gender								
Male	171	100.0	27.3	48.5	21.8	2.4	24.2	17.6
Female	139	100.0	8.8	50.4	40.0	0.8	40.8	17.6
Racial/Ethnic Group								
White	306	100.0	19.5	49.1	29.6	1.7	31.4	17.6
African-American	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	283	100.0	15.8	50.0	32.3	1.9	34.2	17.6
Disabled	27	100.0	58.3	41.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	310	100.0	19.3	49.3	29.7	1.7	31.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	310	100.0	19.3	49.3	29.7	1.7	31.4	17.6
Socio-Economic Status								
Subsidized meals	111	100.0	23.2	49.5	27.3	N/A	27.3	17.6
Full-pay meals	199	100.0	17.3	49.2	30.9	2.6	33.5	17.6

Mathematics								
All students	310	100.0	16.5	51.5	22.3	9.6	32.0	15.5
Gender								
Male	171	100.0	15.2	50.9	24.2	9.7	33.9	15.5
Female	139	100.0	18.3	52.4	19.8	9.5	29.4	15.5
Racial/Ethnic Group								
White	306	100.0	16.0	52.1	22.6	9.4	31.9	15.5
African-American	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	283	100.0	14.6	50.6	24.3	10.5	34.8	15.5
Disabled	27	100.0	37.5	62.5	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	310	100.0	16.5	51.5	22.3	9.6	32.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	310	100.0	16.5	51.5	22.3	9.6	32.0	15.5
Socio-Economic Status								
Subsidized meals	111	100.0	25.0	46.0	19.0	10.0	29.0	15.5
Full-pay meals	199	100.0	12.0	54.5	24.1	9.4	33.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	94	N/A	14.0	41.9	33.3	10.8	44.1
	Grade 4	105	N/A	16.3	40.4	41.3	1.9	43.3
	Grade 5	98	N/A	16.5	62.9	19.6	1.0	20.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	97	100.0	14.6	39.6	41.7	4.2	45.8
	Grade 4	100	100.0	19.6	48.9	30.4	1.1	31.5
	Grade 5	113	100.0	23.5	58.8	17.6	N/A	17.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	94	N/A	16.1	48.4	25.8	9.7	35.5
	Grade 4	105	N/A	15.4	42.3	25.0	17.3	42.3
	Grade 5	98	N/A	27.8	52.6	15.5	4.1	19.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	97	100.0	14.4	53.6	20.6	11.3	32.0
	Grade 4	100	100.0	15.2	47.8	29.3	7.6	37.0
	Grade 5	113	100.0	19.6	52.9	17.6	9.8	27.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 623)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.3%	Down from 3.6%	2.5%	2.4%
Attendance rate	95.6%	Down from 96.4%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	14.0%	Down from 14.1%	20.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.7%	Up from 4.6%	7.6%	8.0%
Older than usual for grade	0.6%	Down from 1.1%	0.8%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	51.2%	Down from 52.4%	53.8%	50.0%
Continuing contract teachers	97.6%	Up from 95.2%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.6%	Up from 88.5%	88.1%	86.2%
Teacher attendance rate	95.9%	Down from 96.0%	95.6%	95.3%
Average teacher salary	\$42,138	Up 1.4%	\$40,974	\$39,909
Prof. development days/teacher	13.7 days	Up from 12.3 days	10.7 days	11.4 days

School				
Principal's years at school	6.0	No change	4.0	4.0
Student-teacher ratio	21.8 to 1	Up from 20.5 to 1	19.6 to 1	18.9 to 1
Prime instructional time	90.0%	Down from 91.3%	90.1%	89.7%
Dollars spent per pupil*	\$5,659	Up 6.4%	\$5,577	\$5,892
Percent spent on teacher salaries*	62.4%	Up from 61.1%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dacusville Elementary School serves a large rural community located in the northeastern corner of Pickens County. The faculty of 42 members and staff of 23 members take pride in the educational opportunities and services we offer our 651 students and their parents. We have an active PTO, volunteer program, and School Improvement Council. Their efforts further enhance our educational program. A school nurse, guidance counselor and two Therapeutic Child Treatment counselors work to meet needs and coordinate outside services for students and families in need of such assistance.

Each grade level conducts four parent workshops per year to assist parents in understanding the expectations of the grade-level curriculum and to offer suggestions to help assure academic success. Each grade level sets one attainable language arts and math goal for the year. A celebration is held at the end of the year for students who have met their goals. After-school programs include remedial classes for all 3rd - 5th grade students with Academic Plans, a 4th and 5th grade math club and an after-school and summer child care program.

This spring we completed a two-year self-study with a visit from a three-member peer review team. They validated our efforts and offered suggestions for improvement. As a result of our study, we have developed a School Renewal Plan to give direction to the school for the next five years.

Two teachers achieved National Board Certification and another four are in the process. We have been recognized for the past two years for outstanding participation in the district's staff development opportunities. Eleven early childhood teachers completed a 3-year early literacy study for graduate credit through the South Carolina Reading Initiative. Three classrooms benefited from teachers who participated in Project CIRCUIT, a partnership with Strom Thurmond Institute and Clemson University. Two teachers participated in An Adventure of the American Mind sponsored by the Library of Congress and conducted by Furman University. Both initiatives encourage the use of technology in the classroom.

Physical improvements for the past year include renovations to the workroom, new cafeteria tables with stools, new stools for the art room, and safety improvements in the courtyard. The old cafeteria tables and chairs were used to create a learning lab and refurbish classrooms in need of furniture.

Dacusville Elementary School will continue to seek methods and means for preparing students for middle school. This is our contribution to their futures.

Harriett Clamp
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.